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Federal University of Rio de Janeiro State



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## RESEARCH

### The production of meanings drawn by students in tutoring in undergraduate nursing

A produção de significados desenhados pelos estudantes em tutoria no curso de graduação em enfermagem

La producción de significados elaborados por los estudiantes en formación en pregrado de enfermería

Carmen Maria dos Santos Lopes Monteiro Dantas da Silva <sup>1</sup>, Paulo Sérgio da Silva <sup>2</sup>

#### ABSTRACT

**Objective:** Analyze the meanings produced in free drawings and built by students in tutoring scenario while learning in undergraduate and discuss the strengths and weaknesses of tutoring demonstrated in free drawings constructed by the students during the training of nursing students. **Method:** A qualitative research. The scenario a private college in Rio de Janeiro. The subjects 87 students from 1st to 7th periods in nursing. The ethical and legal procedures were present and the authorization of the Ethics in Research-Protocol n.º 581-11. **Results:** The analysis of data collected contemplated the thematic analysis. From reading the drawings we obtained an understanding that students value the mentoring, to having to build learning based on responsibility. **Conclusion:** The study aims to encourage students and teachers in achieving the best quality training. **Descriptors:** Education nursing, Preceptorship, Drawings.

#### RESUMO

**Objetivo:** Analisar os significados produzidos nos desenhos livres e construídos pelos estudantes na tutoria enquanto cenário de aprendizagem no curso de graduação e discutir as fragilidades e fortalezas da tutoria demonstradas nos desenhos livres construídos pelos estudantes durante o processo de formação do estudante de enfermagem. **Método:** Estudo de pesquisa qualitativa. O cenário uma faculdade privada do Rio de Janeiro. Os sujeitos 87 estudantes, do 1º ao 7º períodos de enfermagem. Os procedimentos ético-legais estiveram presentes e a autorização do Comitê de Ética em Pesquisa-protocolo n.º 581-11. **Resultados:** A análise dos dados coletados contemplaram a análise temática. Da leitura dos desenhos obtivemos a compreensão de que os estudantes valorizam a tutoria, ao terem que construir a aprendizagem com base na responsabilidade. **Conclusão:** O estudo se propõe a incentivar os estudantes e professores na consecução da melhor qualidade na formação. **Descritores:** Educação em enfermagem, Tutoria, Desenhos.

#### RESUMEN

**Objetivo:** Analizar los significados producidos en los dibujos libres y construido por los estudiantes en tutoría escenario mientras se aprende en pregrado y discutir las fortalezas y debilidades de tutoría se demuestra en los dibujos libres construídos por los alumnos durante la formación de los estudiantes de enfermería. **Método:** Investigación cualitativa. El escenario de una universidad privada en Río de Janeiro. Los sujetos 87 estudiantes del 1 al 7 períodos en la enfermería. Los procedimientos éticos y legales estuvieron presentes y la autorización del Comité de Ética en la Investigación-Protocol. n.º 581-11. **Resultados:** El análisis de los datos recogidos contempla el análisis temático. De la lectura de los dibujos obtuvimos un entendimiento de que los estudiantes valoran la tutoría, a la necesidad de construir el aprendizaje basado en la responsabilidad. **Conclusión:** El estudio tiene como objetivo animar a los estudiantes y profesores para lograr la mejor formación de calidad. **Descriptores:** Educación en Enfermería, Tutoría, Dibujos.

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## INTRODUCTION

**T**he coursework in undergraduate nursing, currently is organized in scenarios of knowledge building that emerged in the conformation of the new teaching and learning spaces integrators. Face of changes in education actors identified as the tutor, are active participants, with students who wish to prepare describing them as nurses, tutoring spaces that constitute learning opportunities for students and teachers simultaneously.

Learning to learn is reaffirmed in the values of the actors that make up renewing itself every day, in care more alive and authentic, the service of others. When we say the word "actors" we see momentarily imbued concepts inherent to the theater, not in the sense attributed to theater making. It conformation scenes look, characterized by solidarity meetings between the body of professional nursing and the client's body in the real scenario, in which students are designed to test the role of being a nurse.

In proposing this reflection we want

[...] Nursing students can imagine their role as a health professional in the real world, where he lives with health or disease - where they move in an endless choreography care, create specific gestures and movements, say their texts and produce noises and sounds to perform nursing care guided by scientific thought.<sup>1:25</sup>

During the proceeding of the nursing profession as we were reaffirming science, despite creased struggles in the political, religious and socio-economic. Science thought within this epistemological as

[...] "On-the-way-to-do", and it is capable of breaking experiments casual and venturing into the field of the experiences under control, or determined to overcome the challenge of assumptions consistent with historical thinking.<sup>2:505</sup>

Based on these reflections that intertwine so faltering health and art, and still driven by the desire to change the way of thinking about nursing education, is that institutions of higher education in Brazil, see rebuilding curriculum. However, have reference to the future professionals focused on operational effectiveness of the Service Unified Health System (SUS) in Brazil, emphasizing the interdisciplinary, comprehensive care health and social responsibility. Thus, institutions in Brazil, transform their teaching practices, aiming to proximity to the stage of life, and mobilize the body of teachers and students to build new webs, to know and do by the educational process through learning.

The fact is that in today's globalized world, governed by late capitalism, it becomes unsustainable training professionals as mere receivers of information of knowledge, because they need to better understand the context, what happens to themselves and their practice.<sup>3</sup>

To screen the reflection comes the question of pedagogical walk the face framed in the transmission process, assimilation of cognitive content, as a summation of traditional methods and new. About this context we can understand that education/ training and

integrating society articulate opposing interests. To better elucidate the preferred author<sup>4</sup> present them as moments acting on a single movement, and duration depend on the situations involving the practice itself:

First moment - social practice as a starting point, common to the teacher-student, despite having different levels of knowledge and experience of this practical scenario and social;

Second moment - questioning and identifies what issues need to be resolved in social practice, knowledge that will be mastered before the resolution of these problems;

Third moment - instrumentalization, ie the ownership of the theoretical and practical tools useful to solve the problems identified, which is necessary for the transmission of knowledge effected by the teacher. The instruments represent the social product and preserve historically.

Fourth moment- catharsis, as the incorporation of cultural instruments and elaborate way of understanding social change.

Fifth moment- social practice as a point of arrival where students achieve an understanding that the teacher allegedly already held the starting point. Social practice in this sense is qualitatively altered by the mediation of pedagogical action.

Pursue this further, today we reflect about the educational strategies regarding its use, and as an example the application of films and videos, which were almost always the intention of telling stories, presenting biographies of nurses that are noteworthy. So even today liberating pedagogies of body and mind are being "contaminated" by the association of theater as a way to provide learning experiences and internalize, the profession of everyday situations.

However, new cognitive, affective, psychomotor and behavioral were introduced keeping joints with previously learned information. It is necessary to rethink the teaching based on scientific rationality as ideal to allow innovation because

[...] The pedagogical strategies often still are guided vertically integrated relationships between teacher and student and teacher knowledge value more hierarchical. Whenever you walk through different tracks to teach nursing perceives the fear in the face of new possibilities. These are accepted by teachers with a certain uneasiness.<sup>5:172</sup>

Therefore, becomes necessary that the teacher if renew before himself, already that the link with the student is very strong, by the bonds who graduate each encounter tutorial. The present study proceeds of daily practice of teachers-students, a perspective of excite reflections, analyzes and dialogues about how is being the formation in nursing.

Hence emanates mutual interest to always learn, mediating the actors involved, as educational strategies allow tailoring the desire to gain knowledge, supported the research presented, and activate it by theatrical art in living sources of meanings and directions,



which will be produced and portrayed in free drawings that students will "doodling" or not when requested.

Along with this we can think of the change and renew our minds and the minds of the students sustained by the thought that considers

[...] Relevant knowledge that is able to locate any information in context and, if possible, in the set in which it is registered, where it proceeds not so much sophistication, formalization and abstraction, but mainly by the ability contextualize and encompass.<sup>6:13</sup>

Here valley free design that naive, in their simple lines embellished or becomes true for the expression inside even of feelings about living in their experiences and student experiences. Are artistic recreations of great value to students, because spill over easily, which in most cases, can not verbalize, before others, either out of shyness, fear or insecurity.

In return for the power of creativity to bygone days of its formation, in order to articulate the current situations, the new through the recreation they think and lived for art theater staff, those who experienced leading them to draw more easily.

However, the constructivist design, this is the tutorial work, whose central idea is that man is not born smart, but also is not taxable to the influence of the environment. On the contrary, responds to external stimuli acting on them to build and pack your knowledge, so increasingly sophisticated.<sup>7</sup>

Therefore, we agree with the constructivist pedagogy that has as its motto that the individual is an active agent of their own knowledge, builds meanings and senses of reality according to their experiences and experiences in different contexts.<sup>8</sup>

Related to the institution in which we work, we glimpse the scenery tutorial as a trigger of the remaining spaces of knowledge construction, as the self-directed activity (AAD) and instructor. In the first, students have reserved periods during the week, considered spaces for self-directed study, in which they can devote themselves to the search for new information. Beyond this space, scheduled activities and guided by teacher-trainers in basic science laboratories and in the laboratories of skill, are also sources for finding new information and different learnings.

Given the above, some guiding questions were referred to this study: What are the meanings produced in free drawings constructed by students and assigned to mentoring as a learning setting in undergraduate nursing? What are the weaknesses and strengths demonstrated in free drawings constructed by the students and the tutoring articulate the process of training of nurses ?

Furthermore, the object of study for this work was: Understanding the meanings produced in free drawings constructed by students about the learning process of mentoring in nursing education.

To contemplate the object of study elaborated the objectives that follow: Analyze the meanings produced in free drawings and built by students related to tutoring scenario while learning at the undergraduate level; discuss the weaknesses and strengths of mentoring demonstrated in free drawings constructed by students during the process of nursing education. It behooves us to clarify the relevance of the study is to rescue the training process of students coming from a different school preparation, the mode of

adaptation and the quality of learning in the course of four years by the effect of active methodology.

## METHODOLOGY

The study belongs to the field of social research in education in Nursing having a qualitative approach. Within this level this allows us to incorporate the issue of meaning and intentionality, as these are inherent to acts, relationships and social structures that are composed in transformation in human constructions significant.<sup>10</sup>

The justification for their use lies in the ability to give an account of subjectivity contained in the bodies, but also the meanings produced in free drawings with regard to the scenario tutorial, where students are driven to learn the professional role. Moreover, this approach is able to work satisfactorily with the aforementioned spheres subjective and do not have the obligation to quantify the data. Thus the possibility of qualifying walks almost mandatory for flexibility and creativity, represented here by the use of drawings, at the time of producing the data.<sup>11</sup>

The scenario of institutional research was a University Center Private Mountain Region, situated in a municipality of the State of Rio de Janeiro, in which the Undergraduate Nursing is restructured along the lines of the Integrated Curriculum, from the first half of 2007, and forming its first class in the second half of 2010.

This modality curricular concerns the integration of curricular activities, composed of modules (tutorial and practice), in which the pedagogy of transmission is replaced by active learning methodologies. In this context, students begin to build competencies and skills with the teaching in diverse settings, leveled by the increasing complexity according to the academic preparation of the professional role.<sup>12</sup>

Faced with an initial approximation delimited in our daily lives, tutoring scenario learning in the process of training of nurses and as a backdrop, the use of drawings constructed by students as a strategy in recreational environments that reveal different meanings.

That's because the still images, such as photographs, illustrations, prints and here we concentrate on the drawings are considered

[...] A model of perceptual object, a formal structure to internalize and associate with an object, which can be evoked by some minimal traces where the image is the mental impression dominant display that resembles a fantasy or dream, which certainly calls other senses.<sup>13:20</sup>

The scenarios emphasize that formal and informal stuck in the minds of students, shape the practices that are structured between scenarios as university hall, tutoring, conferences, laboratories, libraries and other different spaces as formal teaching hospitals,

and health centers, crèches, asylums. Even the so-called informal settings such as squares, parks among many where health and disease are discussed.<sup>14</sup>

The social actors of this study were 87 students from 1st to 7th periods of the Undergraduate Nursing, where the new active methodologies are being developed in conjunction with teaching the world of work. The purpose is justified due to these, have a specific vision and broad knowledge and critical-reflective while broader learning built in all the scenarios mentioned above.

In accordance with Resolution n.º196/96 of the Ministry of Health (Brazil) in order to be able to start the field investigation, previously if requested authorization of the research to the Ethics Committee in Research of the institution to which subjects are bound to leave the study at the screen. This was accepted as Protocol/ CEP-n.º 581-11.

The individuals involved have demonstrated their agreement to participate in the study by signing the consent form. Data collection occurred from April to May 2011, using a questionnaire consisting of open questions related to the object of study. Soon after, a small paper space was reserved for the production of free designs, made with the help of pencil, ink pen or colored pencils, which are not presented in this study due to the precision of the analysis in the field of meanings and senses, and not typify the merit of the designs produced.

The anonymity of the participants was contemplated by adopting pseudonyms, so if the name assigned to the subject of birds. Using this way of thinking the confidentiality of the participants finds its justification in believing that the birds are free to launch into space on their flights, which for us is freedom of thought. The analysis and interpretation of data collected were expressed about the guidelines of thematic analysis that treats the notion of subject. The steps such as:

Pre-Analysis - Reading imagery questionnaires and observation of drawings recording in writing the most important aspects with regard to the forms/figures used, type traits, movements and colors if present; Exploration of Material - comes to operate coding, by grouping the meanings transmitted by drawings by similarity and consequently emerge from the thematic units; Analysis and interpretation of data - the meanings extracted from the drawings will be analyzed, and established links with writers on the subject, and which addresses the critical theory.<sup>9,4</sup>

## RESULTS AND DISCUSSION

We are sure you do not run away from scientific study that requires it comes to everyday life of being a teacher, which is in our consciousness and we were faced with accurate and subjective variables. Our object has "traces inaccurate" and change frequently, but we seek to analyze these contours to be known and to be in the tutorial scenario, and what students wanted us to say.

Before the eighty-one drawings made a total of eighty-seven, students sketched satisfaction in doing it in pen ink blue, some details in red, and the rest in pencil. Among them, more artistic and refined by the hand of the author, however, was much simpler, although there was concern for the aesthetic symmetry or of its contours.

The viewer, in our case the student nurse, the image builds and builds the image. This expands our thinking, since this approach the "viewer is first of all to treat him as an active partner of the image, so emotional, cognitive as well as psychic organism which acts on the image in turn".<sup>15:81</sup>

It is important that we make a reading on imagery analysis to understand about the meanings transmitted in the drawings, since the design is meant

[...] In people, not in things or events. It is for people who signs, gestures, icons, and above all, words (and other symbols) mean something. There is language, whether verbal or not. No language development and transmission of shared meaning would be practically impossible.<sup>16:2</sup>

To help analyze the results behooves us to start introducing the notion that meaning arises when new knowledge composed of concepts, ideas, propositions, models and formulas, and research built, come to mean something to the students.

These situations are able to explain in your own words, and turn to design to present what they understood. It is worth clarifying that our concern does not reside in the reading itself, but the most difficult to reach at times, such situations linked to drawings that depict unseen images, written texts, photographs and paintings, words spoken or written in sound, a different world of meanings internalized and constructed by subjects.<sup>17</sup>

The results were analyzed and described in thematic units, therefore, originated five thematic units, arranged as follows: I - Departing from individual characteristics of the subjects shape meanings in different mentoring II - Problematization models based on other meanings prior knowledge and new in mentoring III - the instrumentalization models more meanings leveraged the knowledge and nonverbal language in tutoring IV - catharsis in mentoring modeled by significant learning permeates the share knowledge and V - the point of arrival at meaningful learning is the interaction between subjects.

#### **Thematic unit I: On departure of the individual characteristics of the subjects shape meanings in different tutoring**

In this unit we rescued from the designs of fine features the following images: the weight, the brain, the fleur de lis, the owl; joined hands, open hands with a heart, the magnifying glass on the book, the metamorphosis of the caterpillar to butterfly. If we can interpret the social practice as a starting point this is common among individuals present different levels of knowledge and experience.

This foray into the theoretical universe of images that intertwine invites us to reflect elements of the plan of reason and the senses, which extended to the desire to depart and change in thinking elements in place, ie, break the shackles that much of the time immobilize the profession in which we can mention the path of strict biomedical paradigm that both adoenta professionals in health, in the modern world.



This is because what is established is that nursing students should "master the knowledge about the disease, describe the signs and symptoms of each of them and know how to intervene with skill, so even automatic, or even how to proceed through the therapeutic medical".<sup>1:24</sup>

According to the purpose of the students in their drawings they also note differentiated, as they emerge significance and meanings of some words written that line drawings as: responsibility, dedication, effort, insanity, intelligence, thought, unity, spirituality and faith, the perfection, the heart, attention and growth.

Already literature reinforces property with another factor of great relevance to "meaningful learning is the willingness to learn, deliberate, cognitive and affective, to relate in a non-arbitrary and non-literal foreground the cognitive structure".<sup>16-7</sup>

The meanings individuals need to be isolated in order to be articulated by the power of knowledge. The resulting learning is significant, because it depends on personal effort of the students, so that they can begin to understand. However, the process is different as regards the individuality what is known as "difference." This permeates the personality characteristics that intentionally have meanings themselves, should we consider the inter-intra personal aspects in terms of power for personal change.<sup>18</sup>

Interesting, because we observed that the highest rate of contributions in this unit originated in the first two periods of the course and 7th period. In these early stages, the emphasis is on the child during school / pre-school and adolescent health, and the last production of intensive care and emergency and the beginning of the internship.<sup>8</sup>

This leads us to think that the specifics become useful for students, these three moments, because although disparate signaling endpoints in the path of subtlety and training of individuals in the corresponding life scenarios. It is noteworthy focusing on the same source that:

The teaching-learning part of the opening and operation of problem situations. The group performs a movement of knowledge production spiral, growing in complexity during the course, through successive approximations. New syntheses and meanings are constructed continuously through the collective work of the group.<sup>19:45</sup>

## **Thematic Unit II: The problematization models other meanings based on prior knowledge and new in mentoring**

### **The problem methodology**

[...] Is one of the manifestations of constructivism in education. But it is strongly marked by the political dimension of education, committed to a critical view of the relationship between education and society. Back to the social transformation, the awareness of rights and duties of citizens, through an education liberating, emancipatory.<sup>20:784</sup>

Linked to the political dimension of this reflective thought, the second thematic unity, we must point out that there were several meanings translated by images such as lamps, question marks, exclamation and an end point, meaning the thought balloons, roundtables and other rectangular still design spiral in smaller quantities, dolls symbolizing people sitting at the table, and a minority signified by the traditional classroom seating

arrangement and the teacher at the center before the students; another in linear communication with the student.

Faced with these images we infer that the students behaved as highly critical elements during the academic path, represented here by periods of training. The pictorial elements presented reflect the constant movement of reflection by students, with regard to the interaction between the body and the body that teaches learning and how this translates into the creation of the professional role.

Therefore, the predominant focus on meaningful assignments for existing strengths in mentoring generally grouped all periods, from first to seventh consecutive grafts as evidence of students' responses, which follow:

*We learn to be critical-reflective and deal with various situations. (Águia)*

*Represents a space in which scholars express themselves and build on the topic that is being studied, moreover, an opportunity to hear different opinions. (Pica pau)*

*It is a space in which the student sets aside the traditional method and puts into practice the pursuit of their own knowledge. (Faisão)*

*A learning space, where we discuss situations problems, causing the student seek solutions to problems. ((Flamingo)*

*Mentoring is a time when students exchange their knowledge with their colleagues. Accumulates and bases everything learned. Participation tutor to consolidate this study. (Sábida)*

*Learning space that instigates discussions, including parallel, representing "some" autonomy, since we are "masters" of learning. (Periquito)*

*A time during which we can pass on to colleagues what you learn and increase my knowledge from the content they bring. (Arara Azul)*

Thus, we must accept the author's understanding from the perspective of Critical Pedagogy Historical<sup>4</sup>, when presenting the theory is not critical that students highlight the differences being unpretentious become important because of the contrast between the traditional and the innovative methodology in which the weight designed simultaneously throughout the course, especially

[...] For the design of teaching and learning to defend. [...] While the Traditional School, the teacher is the center of the process, inmates learn that aims to prepare the student through the transmission of knowledge, the New School "teaching" should be the initiative of students, for means of questioning and experimentation of reality. There is a shift in the focus of the intellect to focus on feeling, spreading a discourse of respect for individual differences and the need of learning to learn.<sup>21:4</sup>

The movement triggers problematize the understanding that it is useful for students to receive tutoring scenario in problem situations (SP), so they can do: identifying (s) problem (s); formulation of explanation; preparation of learning issues, the search for new information, the construction of new meanings. And for that build other meanings

[...] The most important factor in the transformation of logical meanings, potentially significant, the learning materials in psychological meanings. Another factor of

great importance for meaningful learning is the willingness to learn, deliberate, cognitive and affective, to relate not so arbitrary and not literal foreground the cognitive structure.<sup>16:2</sup>

The understanding of what it must absorb the drawings in the students' perception is that value mentoring in their training, however, there is still a significant nostalgia that refers to having to study on their own responsibility. For example the image of the doll that supports the head with his hand, in which the balloon is the questioning of having to return to previously learned content, fruit spiral constructivist.

It is pertinent to analyze the concepts rooted in our minds, when we have a habit of putting new concepts as dominant weakening the traditional, essentially if the topic involves education processes.<sup>4</sup> Hence we start to build our purpose because the combined responsibility of training new nursing students, we put ourselves in with these learning scenarios since it organizes them what you learn, to foster creativity and critical reflection by reproducing new other ideas and facilitating learning.

### **Thematic Unit III: The instrumentalization models more meanings leveraged the knowledge and nonverbal language in tutoring**

Since we treat the non-verbal language contextualised to nursing education, it seems appropriate to recognize that it is "imperative to say that there is silence in the signs of life in the body, just as there is silence in the absence of the voice in a body that does not speak".<sup>1:127</sup>

During the constant choreography of teaching and learning in the tutorial scenario the bodies of students are invited and placed at risk by the teacher when all knowledge, expertise and experience is crafted. However during this process the body in certain situations can mute and often do not observe the readings on the body for indicia which identify the route to learn whether or not nursing and how to intervene in these situations.

That's because we are not encouraged to work the human senses in our teaching practice and sometimes confuse the relation between looking and seeing. "We realized that we look but do not see, we can not decode the signifiers in the images, because our first impulse is to conduct the trial, the result of reading the meanings".<sup>22:70</sup>

Coupled to these thoughts in the third unit, students expressed the light of what the author believes that

[...] Humans create tools and sign systems whose use allows them to turn and see the world, communicate their experiences and develop new psychological functions. In the process of cognitive development, the human being will reconstituting internally nears, (d) which has been developed by the species and eventually begins to contribute to the creation of new tools and signs. This process of internalization / appropriation is mediated by social interactions and intercommunications, in which the language is essential.<sup>23:39</sup>

Yet, here the link to nursing care, so you can better understand their customers that private speech, for obvious reasons of illness that have them unable to use language as powerful means of relating to others, being



[...] The decoding of nonverbal signs perceived in the occurrence of gestures and expressions as rich facies of meanings, are reread in the light of the senses, when translated to the nurse perceptions of the human being, that there is need of care.<sup>12:104</sup>

"We are aware of the semiotic theory as a tool for care of a body, for example, in a coma, and sits on the senses as tools that help us capture, listen, look and feel in touch".<sup>1:129</sup>

It should be emphasized in the results imagistic use of non-verbal language to articulate nursing practice activity having a powerful charisma, even among students when mentoring mean in the image, as the restless inner world, so often invisible.

However, the drawings reveal equally mentoring as a fortress in seizing referring to knowledge, which leads beyond the superficial. It is through the guidance of the tutor, books, internet query on the database, reliable references, and walks to the library of educational institution, individual study at home and in study groups that students take possession of knowledge that will be discussed in the next tutorial session. This can be evidenced by a large part of evocations listed below:

*The lack of involvement of the tutor with the proposed growth. (Águia)*

*The student must be delivered in full, to have a great result. (Canário)*

*It depends a lot of academic research where the student is the protagonist of this process for their own training. If it produces the scientific aspects are positive. (Tangará)*

*It is positive when the student studies and can contribute to their learning. In contrast when not studying, the companions charge you. And the method is also studying and studying. (Eagle)*

#### **Thematic Unit IV: Catharsis in mentoring modeled by significant learning permeates the share knowledge**

The fourth thematic unit, addressing the catharsis in mentoring modeled by significant learning permeates the share the knowledge, understanding representativeness back in uniform in periods, how depict the following reflections that emerged from students' responses:

*Construction of knowledge freely allowing the exchange of opinions and ideas contributing to new learning through tutor and colleagues. (Coruja)*

*Mentoring is the scenario of knowledge construction where students share their ideas, expanding their knowledge. (Andorinha)*

*Represents the direction of the students through the exchange of experiences where share our doubts and problems presented in the other scenarios. The tutor is very important to being a facilitator to deepen scientific knowledge. (Ema)*



Here presented in design, and their heights ascending stairs, tables in a central position and lines joining the subjects, or shaped cell, with other rectangular configuration and the dolls are at odds in discord, one two trees without fruit and the other filled with fruits, roads and paths symbolize route.

Vale focus on some illustrations, the words signified by some students, applied to mentoring as critical; discussions, reflection, wisdom, joy, friendship and love, culture, caring and yet, the way is far.

Therefore, catharsis from our point of view, supported by the author aims at social transformation that adds up to learning as knowledge production.<sup>4</sup> Calls up further to the understanding of relativity and historical dimension. It is so exciting knowledge that stimulates analysis and has the ability to (write data, information and arguments interpreting them and not only the desirability.<sup>24</sup>

#### **Thematic Unit V: The arrival point for meaningful learning is the interaction between subjects**

The arrival point for meaningful learning is the interaction between subjects. It should highlight how students emphasized finally, as relevant in their reflections and drew on paper. Even to have been a tiny representation, it was merit and even exciting when a student of the third period the globe and drew a crowd around it reads:

*Love your neighbor - humanizing is better. (Beija-Flor)*

*Another student, but the seventh period, as opposed meant well:*

*Traditional method the teacher is the center and the students below. [...] Innovative method, the teacher is a facilitator of learning, all become co-responsible for improving health. (Águia)*

It is careful consideration of which currently serve based on what the author states in his theoretical 4 that arises and expressing their ideas in order to capture the critically university as an adjunct tool in the project of social transformation, the training of students.

Prosper habit routinely applied in our thoughts and attitudes that new conceptions become dominant and the oldest, especially if the theme versa the educational process.

## **CONCLUSION**

At this time, we intend to bring in the midst of these final remarks, the traits outlined by students in different periods. Important positions in the course of training linked weaknesses and strengths, recognized by Students hand in their designs.

Clouded rich contributions, because they managed to develop an appropriate articulation in relation to progress and setbacks whenever accentuated the upward path as guiding points of departure and arrival.

Chances were redesigned together by the actors involved, us and them in the face of what was presented during the study. Being a real process and lived, lets us breathe an atmosphere of hope, because together we learn to soothe fears and insecurities. It is an everyday, drawn by strong awareness of all for the benefit of the best learning supported in research and production of authorship, for teachers.

However, it is proposed that encourage further research actors to just mentioned, the commitment of quality in education and are seeking to obtain, in order to be able to act as a genuine subject of transformation and recreation.

In short this is the innovation that rebels, if we know how to interact with us, and we can understand that knowledge is drawn as a globe-universe were representing the "whole" so that we know a healthy way to achieve the change we desire in the profession nursing.

Finally, we hope that this study raises the curiosity and the desire to maintain the roads of the new adventures nursing education, especially scientific trials, especially in the original method, which considers the influence of the tutorial scenario in university education in nursing.



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